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ABSTRACT

This document provides a history of the National College of Education libraries from 1920 through 1978. The research process consisted of five major activities: (1) locating and collecting information from written sources; (2) conducting oral history interviews; (3) extracting information from audio tapes; (4) organizing the information from all sources into a logical structure; and (5) writing the final document. Library facilities and major events are discussed in chapter 1. Highlights include the library beginnings, expansion and development, library collections housing, and instructional television. Chapter 2 discusses accomplishments of the six library directors who served the National College of Education libraries in the first 58 years. Chapter 3 focuses on the evolution from libraries to learning resource centers. Discussion includes the philosophical change, the faculty status of librarians, innovations and ideas of the most recent library director, and administrative reorganization. Appendices provide the college fall enrollment statistics by head count for 1928 through 1986, library collection statistics for 1919 through 1986, library circulation statistics for 1926 through 1986, and a chronology of library directors/deans from 1920-1986. (Contains 40 references.) (AEF)

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HISTORY OF THE NATIONAL COLLEGE OF EDUCATION LIBRARIES, 1920 - 1978

Revised edition

by

Marilyn A. Lester, Ph.D.

February 1987
Revised November 1995

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PREFACE

History, the dictionary says, is "an account of what has or might have happened . . . in the life or development of a people, country, institution, etc."[1] The role of the historian, then, is to collect information and present it in a meaningful way, to tell a story, to preserve the past for the future. Theodore White, discussing the role of news reporters, said "Good reporters organize facts in 'stories,' but good historians organize lives and episodes in 'arguments.'"[2]

It may be questioned whether the history of an academic institution can be organized into such arguments. Certainly the stories, the episodes, can be documented and organized by the historian into sequences of events, which, when taken separately have little meaning, but when viewed collectively over time emerge as patterns, trends, and philosophies.

One academic institution has recently examined its history. National College of Education, headquartered in Evanston, Illinois, celebrated its centennial year in 1986. In preparation for the celebration, college staff asked for information about the development of the institution. Janet Messenger, a historian and Development Office staff member, began compiling a comprehensive history of the College. Dusty books, decaying letters and pamphlets in the Library Archives suddenly became well-used by faculty, college staff and the reference librarians.

Questions about the College were asked of the library director which required research into the archival documents. While searching for this information, she realized the importance of preserving accurate and complete historical records. Some important College documents and publications had not been preserved and could not be replaced. The library director also discovered the paucity of information about one significant arm of the College, the library, and she resolved to do something about it.

This history of the National College of Education libraries grew out of the library director's personal desire to contribute a written document to the College as part of the centennial celebration and to preserve this information for future directors of NCE's libraries. The paper was also submitted to the University of Illinois at Urbana-Champaign Graduate School of Library and Information Science to fulfill a requirement for her doctoral seminar in library history.

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[1] Webster's New World Dictionary of the American Language, second college edition. (1976), s.v. "History."

[2] Theodore H. White, In Search of History, a Personal Adventure (New York: Harper and Row, 1978), p. 2.

The Library History Research Process

The evolution and growth of the library in a small, privately-funded liberal arts college is a worthy subject for library research because it is part of the history of academic library development in the United States. National College of Education was chosen as the research site because of the author's personal interest and availability of resource persons and materials. NCE's libraries may or may not have been typical of other developing colleges; no attempt was made to compare NCE's library history with that of other academic institutions.

This library history ends in 1978 for three reasons. First, the author was hired as the Associate Director for Libraries at National College of Education in October of that year, under the leadership of Art Stunard. The author felt it was not appropriate to write history for which she was a direct participant. Second, Art Stunard formalized a philosophical change from the concept of "libraries" to "learning resource centers" on July 1, 1978, when he became the Director of Learning Resources. All separate libraries and media centers were administratively combined under the new Division of Learning Resources. The five centers were:

N. Dwight Harris College Library (including Technical Services for all branches)
Baker Demonstration School (Col. Robert R. McCormick) Library/Media Center
Instructional Media Center
Urban Campus (Chicago) Learning Resource Center
West Suburban Campus (Lombard) Learning Resource Center

The third reason was that 1978 marked the beginning of major curricular and instructional delivery method changes in the College, and the Division of Learning Resources changed to support them. The liberal arts collections no longer increased at past levels, but many books and audio-visual materials in business, allied health, and human services disciplines were added. Evening and weekend library hours were extended, and reference librarians began working evenings and weekends to serve the adult student population. The College joined the OCLC computerized library network for cataloging and offered computer-assisted reference services through DIALOG. Each of the thousands of off-campus students in the external degree programs received free online searches and library instruction classes taught by librarians. The results of these changes in library services should be analyzed in a future library history.

Because the author is the present Director of Learning Resources[3] for National College of Education, this paper is not totally free of bias, although every effort was made

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[3]Title changed to Dean of Instructional Resources and University Librarian in January 1993. Resigned from NLU October 6, 1995.

to present the story fairly and accurately. The author was in an excellent position to conduct research on this topic, having access to unpublished reports and documents of the College, as well as to the Library Directors' files. Her personal contacts with present and former faculty members and library staff resulted in interviews with important people who had knowledge of the College's library development. The advantage of access to these resources outweighed the disadvantage of a potentially-biased researcher.

The research process consisted of five major activities: locating and collecting information from written sources, conducting the oral history interviews, extracting information from the audio tapes, organizing the information from all sources into a logical structure, and writing the final document. College documents, such as annual reports, college catalogs, self-study and accreditation reports, and publications of Alumni Office were examined for references to the libraries. The Librarian's Annual Reports to the College President were found to be the only preserved records in the Library Directors' files of growth and changes in the libraries over the years. These two- and three-page reports from three of the six library directors presented statistics on acquisitions, circulation, and reading room use; some had a few sentences about problems, concerns, needs and long-range plans. Many important files which would have substantiated the library's history apparently were discarded from the library director's office as personnel changed over the years.

During the oral history process, stories were captured that might otherwise have been lost. Eight persons who were directly or indirectly involved with the library from 1924 to the present were interviewed and recorded by the author using a small cassette tape recorder. Each interviewee spoke at least one hour; a few continued for nearly three hours. The resulting tapes were not transcribed, but notes were taken by the author both during the interview and while listening to each tape later.

Oral history research is not without its problems. Memories can be inaccurate about specific information; names and dates need to be verified by written sources or other people. One person was reluctant to be interviewed because of her perceived inability to remember facts. Even when she was assured that the specific facts were not as important as the stories themselves, this ninety-one year old former faculty member expressed distress at her loss of memory.

Another oral history problem was letting the interviewees lead the conversation into subjects not directly related to the questions asked. In spite of the interviewer's guidelines and specific questions to be answered, some people wanted to talk about the history of the College as a whole, or their own department, rather than the library. This is a common interviewing problem, according to Lewis Dexter, the social scientist who promoted the interview as a research technique. Interviewees "would prefer a discussion . . . or something which sounds like a discussion but is really a quasi-monologue stimulated by understanding

comments."[4] Faculty were flattered to be asked to participate in this interview process, and wanted to record for posterity whatever they could; however, many minutes of recorded conversation are irrelevant for library history purposes.

In spite of these problems, the interviews yielded much information that wasn't recorded anywhere. For example, the growth of instructional television was not mentioned in any institutional or library documents; yet because it became part of the library's Instructional Media Center, this was a vital piece of information. Another bonus of the interview process was the mention of other sources and documents by the persons being interviewed. This led to the discovery of more written research materials and more evidence to substantiate historical accuracy.

In summary, this history of the National College of Education libraries was written to preserve the story of their evolution and growth from the first few shelves of donated books in 1920 to a multiple-branch academic library operation in 1978. Information was collected from unpublished documents and from faculty members who participated in the oral history process. It is hoped that future library directors at National College of Education will use this record of past achievements to prepare for the future, and will maintain records of future history.

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[4] Lewis Anthony Dexter, Elite and Specialized Interviewing (Evanston, Illinois: Northwestern University Press, 1970), p. 56.

Acknowledgements

From April through August of 1986, the following National College of Education faculty members and administrators were interviewed by the author:

DR. AGNES ADAMS, Education Dept. faculty, 1924 - 1965;

DR. CALVIN CLAUS, Psychology Dept. faculty, 1960 to date;

DR. GLENN HECK, Social Sciences Dept. faculty, Senior Vice President for Academic Affairs, School of Education faculty, 1968 to date;

DR. PHYLLIS NEULIST, Anthropology and Social Sciences Depts. faculty, Director of Urban Campus Undergraduate Programs, 1961 to date;

MISS MARY-LOUISE NEUMANN, Librarian and Library Director, 1941 - 1973;

DR. E. ARTHUR STUNARD, Art Dept. faculty, Coordinator of Instructional Television, Director of Learning Resources, Director of Urban Campus, Vice-President of Administrative Services, and Curriculum and Instruction Dept. Faculty, 1962 - 1986;

DR. WREN STALEY, Education Dept. faculty, 1934 - 1966;

DR. BETTY JANE (B.J.) WAGNER, English Dept. and School of Education faculty, 1965 to date.

Thanks are due to these eight people who contributed their time to answer questions and tell stories. Without their help this history could not have been written.

Judith Ream, Carol Moulden and Mary Alice Freeman kept Learning Resources operating smoothly while I was taking classes. I owe them my thanks for allowing me to do this. Art Stunard deserves my thanks for promoting the learning resources philosophy, for teaching me, and for encouraging his staff to consider alternative degrees.

Glenn Heck, who I believe has read every book in the library, deserves my thanks for expanding my mind with his unique blend of futurism and history, and for always supporting my work and research.

Special thanks are due to Mary-Louise Neumann, who still is still very active in Evanston and supports the College. She was willing to share her memories of library development during her administration, and to retell stories she had heard about the early development of the College from 1920 - 1941. This paper is dedicated to Mary-Louise

Neumann[5] with thanks for providing so much information and for choosing to devote her professional career in librarianship to National College of Education.

[5]Mary-Louise Neumann died in Evanston, Illinois, on October 13, 1995, at the age of 86. A memorial service was held for her on November 4 at the Luther Memorial Church in Chicago, the church where her father served as minister. National-Louis University and its Library honored Miss Neumann on September 8, 1995, for her lifetime library career serving NLU. On that day, Mary-Louise also gave the University Library the banner which she had made by her niece Mary-Louise Bemiller of Jeffersontown, Kentucky, celebrating the library's 75th anniversary. It hangs proudly near the Evanston Campus University Library door.

INTRODUCTION

NATIONAL COLLEGE OF EDUCATION*

National College of Education was established in Chicago as Miss Harrison's Training School in 1886 when Elizabeth Harrison began teaching mothers how to educate young children. Harrison's popularity as a teacher increased rapidly, and with the financial assistance of her co-founder and business manager, Mrs. John R. Crouse, moved the school into larger facilities in the Old Art Institute at Van Buren and Michigan. These two women were instrumental in establishing the first kindergartens in Chicago's public schools in 1889 and were training teachers to meet the demand in these newly-developed kindergarten classes. Harrison hosted the first convocation of mothers in Chicago, which led to the founding of the Parent Teacher Association in 1897.

The College was never financed by public funds or any religious organization. Mrs. Crouse secured donations from corporations and individuals who believed in what Harrison wanted to achieve: a college with a commitment to excellence in teacher education and the nurturing of young children.

When the concept of kindergarten education began developing throughout the United States in the early 1900s, the College gained national recognition as a leader in the kindergarten movement. In 1912, the Chicago Kindergarten College affiliated with the National Kindergarten Association and thus changed the name to the National Kindergarten College. As the kindergarten movement became an integral part of public elementary education in the United States, the mission of the College was expanded to prepare teachers for the primary grades. A former mansion at 2944 South Michigan Ave. was purchased to accommodate the increasing enrollments and the name was changed again to the National Kindergarten and Elementary College.

In 1920 Edna Dean Baker, Miss Harrison's student and co-worker, assumed the presidency of the College upon the founder's retirement, and was immediately faced with the need to find a permanent, larger home for the College. A parcel of land on the Evanston/Wilmette border became available in 1921, and President Baker purchased it with five thousand dollars saved from operations and the promise of the College's largest bequest to date from the William Swett estate. When the bequest was received, and with nearly

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* Excerpted from a paper by Dr. Glenn E. Heck, Senior Vice-President for Academic Affairs, for inclusion in "Self-Study Report for the 1986 Tenth-Year Review of National College of Education to the North Central Association of Colleges and Schools, April 21-23, 1986," pp. 2-1 - 2-18.

$100,000 equity from the sale of the school's property in Chicago, the College's first campus was built.

On February 10, 1926, the College began its now sixty-year history at the Evanston campus with 315 full-time students and thirty-five faculty members. The College re-incorporated under its fifth and current name, National College of Education, in 1930. The institution's series of name changes, from "training school" to "college" reflected the emerging switch in philosophy and practice from "teacher training" to "teacher education."

With an expanded teacher education philosophy and new name, the College began to award the Bachelor of Education degree to its graduates preparing for nursery, kindergarten and elementary (1-8) teaching and leadership in 1930. NCE became a model for the emerging professionalization of education at the elementary level. The College's initial accreditation both professionally by the American Association of Colleges of Teacher Education and institutionally by the North Central Association of Colleges and Schools was granted in the mid-1940s.

As undergraduate enrollments grew, the College established its graduate education division in 1952, offering both an on-campus Master of Education degree and off-campus courses through an extension division. The College's plans and actions responded to public education's needs for both more teachers and more education for all teachers in Chicago and surrounding communities.

In 1964 the B.Ed. degree was changed to the B.A. degree to increase the liberal arts foundation for all teacher education students. Graduate curricular offerings were expanded to permit greater specialization. Enrollment increased from just under one thousand students in 1960 to more than two thousand ten years later. The College doubled its space in 1968 in order to meet both academic and residential student needs when the federally-funded Sutherland Hall was constructed.

Several major federal grants were received in the early 1970s to fund the Equal Educational Opportunity Center for the Midwest at National College of Education to provide workshops and training for teachers in cities that were desegregating schools and integrating teaching staffs. Foundation grants also enabled the College to set up several private and public early childhood centers, a concept which evolved from NCE's leadership in the mid-sixties in developing the nationwide, federally-funded Operation Head Start programs.

While rapid growth was occurring on the Evanston Campus during the late sixties, the College was reaching out to reestablish its roots in the City of Chicago. In 1971 the College acquired the closed Pestalozzi/Froebel College, which was founded by a former student of Elizabeth Harrison. Its location at 180 N. Wabash in downtown Chicago was ideal to set up programs serving the urban education community. Six years later the Urban Campus moved to its present location at 18 S. Michigan.

Growth in Chicago's far western suburbs was occurring during the mid-seventies, and the demand for teacher education courses exceeded the supply. The College consolidated its extension courses in DuPage County and was able to expand the curricular offerings by establishing its second branch campus, located on the campus of North Central College in Naperville. NCE leased the Glen Park building, a former elementary school in 1978 and the former Highland Hills elementary school in Lombard in 1984.

The decade of the 1970s saw new social forces at work that impacted NCE. The baby boom leveled off and births per year declined from 4.3 million to as low as 3.1 million. Elementary enrollments declined and "reduction in force" (RIF) became common for teachers. These negative forces on education affected students' views concerning teaching as a viable career. This resulted in significant drops in interest and enrollments in teacher education programs after 1975 (see Appendix A).

The year 1978 was the beginning of eight years of significant change for National College of Education. The new President, Dr. Orley Herron, recognized the warning signs for this single-purpose, teacher education institution, as enrollments rapidly fell from a peak of 4112 college students in 1974 to 2939 in 1978. By acting quickly to expand the College's mission, enrollments began increasing the very next year. By 1985 NCE had introduced new academic programs in allied health, business and management, human resource development, and human services curricula at both undergraduate and graduate levels; an innovative field-experience program to deliver high-quality undergraduate and graduate external degree program; satellite teaching centers in St. Louis, Milwaukee, and McLean, Virginia; and doctoral programs in education. The undergraduate student population had changed from full-time, young post-high-school students to older, employed adults who returned to school to complete their undergraduate education on a part-time basis. The graduate programs attracted more part-time adult students as well.

The North Central Association of Colleges and Schools accreditation team, who conducted NCE's successful tenth year review in April 1986, commented that the institution had successfully undergone "radical change" during the past decade, documenting what the NCE staff had known all along: 1978 marked the beginning of a rebirth for the College, rapid increases in student enrollment and significant expansion of academic programs.

The libraries of National College of Education developed along with the institution, growing steadily as the demands for books, periodicals, pamphlets, audio-visual materials and equipment increased with new curricula and increasing student enrollments. The library's strong liberal arts and education collections, developed during the College's first ninety years, continue today to provide the foundation for all of the College's now-diverse curricular offerings. This paper tells the story of National College of Education's library development and the six librarians who directed its growth from 1920 to 1978.

CHAPTER I

LIBRARY FACILITIES AND MAJOR EVENTS

Beginnings

The library started with a shelf of ninety-five donated books in a classroom of the National Kindergarten and Elementary College. The earliest mention of a library was found in the 1918/19 Annual Report of the College:

> A beginning for the library has been made this fall in the gift of $250 from Mrs. E. G. Elcock, and the furnishings have been added to [sic] by three beautiful rugs from Mrs. Avery Coonley. Twenty-five books were donated by Miss Elizabeth Harrison [College President], thirty books by Miss Lucy Schaffner, and forty by Miss Clara Baker [founder and first director of Demonstration School president].[7]

The College was already thirty-three years old, a struggling small private college with a very important mission: training mothers to be teachers of young children. After three moves in Chicago, in 1913 the College had moved to a mansion at 2944 Michigan Ave., known as Marienthal Hall,[8] where this first library collection began. Bessie MacGill was hired as the first librarian in 1920, considered the official founding date of the NCE libraries.

Former faculty member Agnes Adams remembered the library in Marienthal Hall as being a "well-used little library on the third floor"[9] when she joined the College in 1924.

Edna Dean Baker began her administration as the College's second president in 1920 when ill health forced Elizabeth Harrison to retire. Immediately confronting her were overcrowded conditions in the College facility and a changing environment in Chicago's south side that forced the College to look for a permanent site elsewhere.

> What had once been a beautiful residential neighborhood surrounding 2944 Michigan Ave. had by 1920 become the center of the automobile trade. Adjacent streets were filled with cheap boarding houses . . . [and] the stockyards, just one mile away to the

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[7] National Kindergarten and Elementary College, Annual Report of the National Kindergarten and Elementary College, 1918-1919, [the College, 1919], p. 9.

[8] Janet Graveline Messenger, "The Story of National College of Education, 1886-1986," Evanston, 1986, p. 249.

[9] Agnes Adams, interview held at her home in Deerfield, Illinois, July 16, 1986.

> southwest, were growing rapidly, making winds from that direction easily identifiable.[10]

Baker began planning to relocate the College to a safer environment for the "girls"[11], but could not decide where that should be. In her history of the College, Edna remembered how the location was chosen:

> One Sunday afternoon [in 1921] Edna Dean and her sister, Clara Belle, [were] strolling on Ridge Avenue just north of the Evanston Hospital, [when they] found themselves directly in front of the site of the former Evanston Country Club and its beautiful golf course to the west . . . and huge signs were plastered stating that a new section of land was being opened up for residential purposes."[12]

She immediately setup fund-raising activities for the anticipated $800,000 to $1-million needed to build an entire campus for the College along the Evanston-Wilmette border. This process took her almost five years, but she succeeded.

The main college building, named Harrison Hall in honor of the founder, was erected during 1925 and early 1926. Moving the sixteen miles from the near South Side of Chicago to the Wilmette border was complicated by the winter weather and desire to keep the College in operation during the move. Semester break of February, 1926, was extended for one week and "during that week, the cherished possessions of the college were taken out in moving vans and placed in the new college and dormitory buildings." At one point, the librarian's desk was lost in the shuffle, but such temporary mishaps were taken in stride.[13]

Edna Dean Baker recalled that the library had to use makeshift space for the first few years in Harrison Hall:

> When National College moved from Chicago to Evanston and began to use its new building, space planned for the library was on the unfinished third floor, and the library therefore occupied, from 1926 to the autumn of 1930, a room on the second floor which eventually was to be used as a classroom for one of the middle grades. It is apparent that the library at that time had a relatively small number of volumes. As the number of students increased in the new building, the small room was literally

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[10] Messenger, p. 106.

[11] Messenger, p. 118.

[12] Edna Dean Baker, An Adventure in Higher Education: the Story of National College of Education (Evanston: the College, 1956), p. 134.

[13] Baker, pp. 151-152.

bursting with books, and one of the pressing needs for the completion of the third floor was the containment of this library in adequate space.[14]

Harrison Hall Libraries

Librarian Ruth Virginia Peterson began working with College officials to plan the new library almost as soon as they had settled into Harrison Hall. The entire west end of the third floor, a spacious 4,785 square feet, was designated as library space. The planning team consisted of Peterson, Donald Bean, of the College's building staff, and Pearl Ekblad from Library Bureau, Inc., who designed the floor plan for shelving and seating space.[15]

Special furnishings were planned for the library. Miss Neumann, the Library Director from 1941 to 1973, retold the story that Donald Bean noticed the high archway in the ceiling and over the large windows in the library, and suggested that the arch motif be carried through in the furniture. Library Bureau custom-made wooden shelving and library tables with an arch motif. Hand-embroidered draperies were hung along the sunny west window wall.

In 1930, the third floor of Harrison Hall was ready for occupancy and the library moved once again to its first real home, where it was to remain for thirty-eight years. The library space was divided into three small, separate libraries. The main reading room in the center housed the liberal arts book collection on shelving along the east side of the room. Several large study tables and chairs were placed near the shelves. A large circulation desk was in the center of the room, near the west wall with clear visibility to the entrance and exit doorway, along the south hall of the third floor. A large stone fireplace was built in the center of the east wall to provide supplementary heat, but it was rarely used since the building had central heating. "It was drafty and was only needed on the coldest of days," Neumann remembered.[16] In 1915 this main collection of liberal arts books became known the Mrs. John (Rumah) N. Crouse Memorial Library "as a living memorial" to the woman who co-founded the College with Elizabeth Harrison, who served as the Business Manager for twenty-five years, and who was the College's chief fund-raiser in those critical early years.[17]

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[14] Baker, pp. 152, 209.

[15] Mary-Louise Neumann, interview held at National College of Education Library, Evanston, Illinois, April 3, 1986.

[16] Ibid.

[17] Messenger, pp. 32, 27.

Off the south end of the Crouse Library was the children's library which served the children of the Demonstration School in Harrison Hall, as well as undergraduate College students who were learning about children's literature. This room was named by President Baker the Laura Ella Cragin Library for Children in honor of her friend and mentor.

Laura Ella Cragin was a graduate of Chicago Kindergarten College and a kindergarten-primary teacher. In 1906, Edna Dean Baker was an observing student-teacher in "Miss Cragin's Private Kindergarten, held in the First Presbyterian Church of Evanston."[18] The next year Edna was "permitted to take a junior assistant's position in Laura Ella Cragin's Kindergarten-Primary School, which had moved into a large house in south Evanston quite near the Lake."[19] When Cragin became ill, she put Edna in charge of the school under her direction. Thus, during her third and fourth years of college education, Baker continued to direct the kindergarten-primary school, and following her graduation, "Miss Cragin made an arrangement with Edna to take over the school as her own."[20] Baker explained in her history of the College that in 1930 when the new library was established:

> Edna Dean and Clara Belle Baker made a gift of $1000 for furnishing the children's library, in memory of Laura Ella Cragin, who established the independent school in Evanston where Edna Dean and Clara Belle later found their opportunity for educational experiment.[21]

The north room of the library was named the Muriel Betts Library of Childhood in recognition of the $10,000 donation to support a special professional education collection "by Dr. and Mrs. George H. Betts in memory of their daughter, Muriel, a graduate of the College[22] [and] a child psychologist."[23] The Betts collection contained "books on child care and the psychology of child development from pre-school age through adolescence. This

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[18] Baker, p. 120.

[19] Baker, p. 121.

[20] Baker, p. 123.

[21] Baker, p. 154.

[22] Directory of Libraries of the Chicago Area Including Historical Sketches of the Four Local Library Organizations (Chicago: Chicago Library Club, 1933), pp. 89-90.

[23] Baker, p. 154.

unique collection was one of the first of its kind,"[24] and became the cornerstone of today's professional education and psychology research collections of the College Library.

Library administrative offices and technical processing were in a raised galley area behind the east library wall. Lockable wood cupboards were built there to house the expensive art books.

As the three libraries began to grow, lack of shelving was a continuing problem. Every time the shelves became filled, more expensive, custom-made wooden shelving had to be built, often many months or years after the needs first appeared. Only six years after the Harrison Hall libraries had been occupied, librarian C. R. Graham reported in his first annual report the need for

> . . . the evolving of a plan covering a period of years which would be designed to take care of the library's need for expansion. This plan should include provision for increased storage space for books as well as arrangements for more seating space for readers.[25]

Further adding to the space problem was the phenomenal growth of the reserve reading collection and the addition of audio-visual equipment to the library. Faculty discovered that putting required readings on reserve was a way to get students to read more than the required textbooks. In 1937, additional space along the south side of Harrison Hall was taken over by the library to house the reserve reading collection. Graham reported that

> . . . the increase in the work of a once minor division of the library's service [reserve reading collection] necessitated the segregation of this work in separate quarters. By installing a reserved book room away from the main reading room we have been able to furnish more efficient distribution and supervision of noise.[26]

The next year, a few pieces of audio-visual equipment were first added to the library, one phonograph, one filmstrip projector, and one reflectoscope. The increasing amount of audio-visual equipment created an insurmountable space problem within the library; eventually it was moved into the Reserve Reading Room for storage and circulation[27]. A

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[24] [Ellen Caskey Zinn], "Extensive New Libraries Open World of Books," National College of Education News, April 1968, p. 9.

[25] "Librarian's Annual Report, 1935/36," National College of Education, 1936, p. 2.

[26] "Librarian's Annual Report, 1936/37," p. 3.

[27] Neumann, interview.

separate collection of curriculum materials, textbooks, and other materials was housed on the second floor of Harrison Hall in another small classroom.

Space problems for the libraries continued to escalate without relief for thirty-eight years. Between 1930 to 1960 the library collections grew from 7,714 to 44,364 volumes (see Appendix B). By placing some older, unused volumes into storage in the attic above Farrar Auditorium, Librarian Neumann managed to shelve the entire collection into less than five thousand square feet of space. Seating space was extremely limited and the book loss rate was quite high, especially in the children's library where overcrowded conditions and the lack of supervision in the room created ideal conditions for students and faculty to help themselves to the books. College enrollment was increasing rapidly and space was at a premium for classes and offices, too. More space had to be found for the rapidly growing College.

Sutherland Hall Libraries

In 1963 President K. Richard Johnson approached Neumann with the idea for a new library. In his long-range plan, he had seen the need for a new building which would house the Demonstration School, a new library for the College, a separate library for children, and many additional classrooms and office spaces. Neumann was overjoyed, and the library staff began at once to plan what the two new libraries might look like.[28]

Perkins and Will, the prestigious Chicago architectural firm, was hired to design the new building. According to Neumann, the basic building layout had a floor plan which was intentionally similar to that of Harrison Hall, a central core of gymnasium surrounded by classrooms and offices. The expanded Demonstration School was to occupy most of the space on the ground and first floors, with college classroom on the second floor. It was thought that the logical place for the college library was in the center of the building, directly above the gymnasium.[29] The Children's Library was located across the hall from the college library, near the Demonstration School classrooms.

N. Dwight Harris Library

Planning the college library was not without some strong differences of opinion. One of Larry Will's assistant architects was given the task of designing the libraries, and Neumann and her staff were allowed to review the plans. Neumann remembered that she was called

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[28] Neumann, interview.

[29] Apparently, not much thought was given to the effects of gymnasium noise on library patrons.

back from her vacation to meet with the architects and Donald Bean, an associate of the College and designer of the Harrison Hall libraries, about the library space needs. Only one floor of approximately 8000 square feet was originally planned for library use. Neumann was adamant that more space be given to the library, as future collection growth to 100,000 volumes would soon exceed that space.

> In the Spring of 1964, the Librarian and the Business Manager [Khel Marken] discussed with Mr. Bean a preliminary plan which had been submitted by the architects. . .. It was evident . . . that the treatment of the library problem was inadequate in several respects, including space.[30]

The College hired Library Building Consultants, Donald Bean's company, to prepare a plan for both new libraries for submission to the architects. Bernadine Hanby, Director of the Northern Illinois University Library, Katherine Walker, Assistant Librarian at Northern Illinois University, Pearl Ekblad of Library Bureau, Inc., and Donald Bean served as library consultants for the report. The consultants recommended 23,300 to 24,350 square feet for the College Library, and 2,400 to 2,500 square feet for the Children's Library.[31] On March 7, 1964, the architects presented a revised version of the library plan which

> . . . consisted of one floor and a balcony. The balcony covered approximately one-third the area of the main library floor. The total area of the college library, overall, was approximately 11,000 square feet, less than half the square footage recommended by the consultants . . . .[32]

The library consultants found nineteen other major faults in the architects' plan. The process of presenting alternatives and discussing compromises continued. The most serious point of disagreement was the balcony concept. Neumann argued that this balcony was simply a waste of space; she wanted a full second floor to provide what she knew would be needed shelving space. But the "architects were loathe to floor over the open well in the second level of the library, for aesthetic reasons."[31] The architects were also concerned about getting enough light into the interior spaces of first floor if a full second floor was added. Neumann suggested using small staircases, full windows along the west wall and bright colors for light. Later, Donald Bean commented to Neumann that he had never

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[30] Donald E. Bean et al., "A Statement of Program and Review of Plans for Expanded Library Facilities for National College of Education, Evanston, Illinois," (Evanston: Library Building Consultants, 1964), p. 11.

[31] Bean, pp. 61, 78.

[32] Bean, p. 79.

[31] Bean, p. 86.

heard her speak so passionately on any subject as planning the new library.[32] Most of her ideas were implemented in the building design.

The argument between the librarians and the architects continued. After the third version of the architects' plan was presented to the librarians retaining the balcony concept, the architects agreed to a compromise. Instead of mostly open space on second floor, ". . . an open well on the second floor, 15 feet wide, to extend across the east end of the library"[33] could be built, which fulfilled the architects' need for an aesthetically-pleasing library and the librarians' need for as much floor space as possible. This increased the square footage to approximately 15,450 square feet.

Discussion continued, however, even after the compromise solution was adopted. Ultimately, President K. Richard Johnson was called upon to make the final decision. After many long discussions, he sided with the librarians to create a full second floor, which "raised the overall library area to approximately 16,650 square feet."[34] This amount was only 69% of the space the librarians believed would be necessary for the new library, but was a substantial increase over the original proposal.

The elevator requested by the librarians to move people and book trucks from first to second floor of the library was another point of disagreement, but the librarians lost this one. The library consultants said:

> . . . a small elevator, large enough to hold a book truck and one or two people [should be included]. It would be limited to staff use, although sometimes faculty, and even students, who are crippled or otherwise in poor health, might be given special permission to use it. . . . Unfortunately, however, the consultants are informed that the design of the building is such that the necessary pit for elevator machinery can not be provided. It is therefore necessary that the elevator be reduced to a booklift.[35]

Both the architects and the librarians were concerned about the additional load requirements for library shelving and the need to plan for future expansion. The new library was planned to hold shelving for 79,900 volumes[36] in the general stack area but Neumann recognized that future growth would enlarge the collection beyond that size. The consul-

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[32] Neumann, interview.

[33] Bean, p. 91.

[34] Bean, p. 86.

[35] Bean, p. 65.

[36] Bean, p. 46.

tants' report stated that "it cannot be over-emphasized that floors should be strong enough at any spot to support a 3-foot long unit of double-faced shelving, which, when loaded with books, weighs 900 pounds."[37] The result was that the second floor of Sutherland Hall was stressed overall to hold library shelving, and "that expansion of the library could be accomplished in the future by enlarging the second level of the library southward, making it L-shaped."[38] It is believed that the north end of Sutherland Hall was not similarly stressed for library expansion.[39]

Once the basic architectural battles were over, planning for the interior space arrangement began. As she had done in planning the Harrison Hall library, Pearl Ekblad of Library Bureau, Inc., worked closely with Bean and Neumann in shelving layout, workspace design, and furniture selection. The first floor was planned to contain all service areas, including circulation, reference, periodicals, the Muriel Betts Library of Childhood, technical services and administrative offices. The second floor was planned for the main stack and reading areas. To take advantage of the beautiful outdoor view, interior walls and shelving were laid out perpendicular to the windows as much as possible. Six glass doors led to small balconies along the width of the first floor library west wall.

The Reserve Reading Collection was housed behind the Circulation Desk for improved access and control. All circulating audio-visual equipment, films and filmstrips were housed in a glass-partitioned room next to the Circulation Desk, and two small rooms adjoining the equipment room were designed for simple media production, such as lamination, dry-mounting and simple photographic work. Technical Services, the departments for ordering, cataloging and processing of library materials, had spacious new quarters in a glassed-in portion of the first floor, adjacent to the Library Administrative Offices.

The second floor was planned to house the main book collection and to provide quiet study spaces. Large, quad-type study carrels were placed around shelving and in other open spaces on second floor; individual study carrels and comfortable reading chairs were placed along the west windows. Several large study tables were also placed around the library.

The collection of textbooks, curriculum guides and tests for elementary school children was housed in a glass-walled room on the Library second floor, and became known as the Mrs. John N. Crouse Curriculum Library, retaining the name from the former Harrison Hall main library. Adjoining this large classroom that held fifty students was a smaller conference room, named for its benefactor Edith Chilow Weinstein.[40]

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[37] Bean, pp. 92-93.

[38] Bean, p. 86.

[39] Bean, p. 86 and Neumann, interview.

[40] Zinn, p. 11.

All new shelving was ordered for the library; some was all wood for the reference and periodical shelves on first floor, and the remainder was adjustable steel shelving for the main stacks on second floor. Fruitwood index tables, library study tables and chairs were ordered to match the fruitwood endpanels on the first floor shelving. Colors of bittersweet orange, gold and olive green were chosen for carpet and fabrics.[41]

After moving into the new quarters during semester break, the new College Library was placed in service on February, 1968. Neumann said that she and the library staff were delighted to be in the new building.

> Besides the increased space for books there is now sufficient room in the Library to make it the center where all learning resources are brought together - maps, periodicals, pamphlets, and audio-visual materials such as music recordings, film strips, motion picture films, slides and micro-forms.[42]

The new College Library was named for N. Dwight Harris, a long-time College supporter. According to the article in the National College of Education News,

> Dr. Harris was an outstanding benefactor of National College over a long period of time. His munificent gifts included the President's home . . . scholarships, [and now the college library]. . . . Dr. Harris was an author and expert on international law, heading the department of political science at Northwestern University for 14 years. Mrs. Harris, the former Sylvia Winholtz, was for many years a member of the National College staff.[43]

Col. Robert R. McCormick Library

The new Demonstration School Children's Library was planned to fit the needs of children, with scaled-down furniture, low shelving, and bright turquoise and yellow colors in the carpet and furnishings. Approximately 2,500 square feet were recommended by the library consultants, but the final area was slightly less than 2000 square feet. Books, periodicals, filmstrips and recordings, and some audio-visual equipment were housed there for children aged three through thirteen. A Story-Hour circle for story-telling was designed into the floor plan, along with a small conference room for group work and audio-visual materials use.[44]

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[41] Zinn, p. 9.

[42] Zinn, p. 11.

[43] Zinn, p. 12

[44] Zinn, p. 12.

The children's library was named for Col. Robert R. McCormick, the major benefactor. Max Gerber donated the Children's Library Conference Room which was given his name. A special collection of historical children's books was named the Laura Ella Cragin Collection, retaining the name from the Harrison Hall children's library, and a small collection of junior high books donated by his parents was named for Charles C. Parker, a Demonstration School pupil for eleven years who died in 1967.[45]

During the decade from 1968 to 1978, the College Library and Demonstration School Library both grew in collections and services, but the facilities remained essentially the same as when Sutherland Hall was first occupied.

Instructional Television

Television as an educational tool was in its infancy in 1962 when Dr. Ethel Macintyre, the Educational Methods instructor, received a grant from the Ford Foundation to purchase a portable television camera and monitor. She wanted to capture teaching situations from the Demonstration School classrooms on first and second floors of Harrison Hall and "broadcast" it to Farrar Auditorium on the third floor where teacher education students could unobtrusively observe live classroom happenings. Up to this time, student teachers had to be present in classrooms as observers which often disrupted the children. With television, discussions about activities, behavior problems and teaching techniques could freely take place in the Auditorium, far away from the ears of the students and teachers being discussed. This project, a success from the start, continued under Macintyre's leadership for several years.[46]

Macintyre taught other faculty members to use the television equipment, which became a popular classroom teaching tool. The Demonstration School industrial arts and College art teacher, E. Arthur Stunard, became closely involved with this television project and eventually took over its administration. Instructional television had no direct connection with the libraries until 1976, but Stunard worked closely with Neumann as they each realized the importance of both library and television services to the College.[47]

When Sutherland Hall was planned, Neumann and the other planners wanted to bring the circulation of audio-visual equipment back into the library for better control, and to locate instructional television and its equipment distribution closer to the libraries. Thus, two small rooms across the hall from the College Library entrance were designated for

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[45] Ibid.

[46] E. Arthur Stunard, interview held at National College of Education Library, Evanston, Illinois, May 29, 1986.

[47] Ibid.

instructional television. Each Demonstration School classroom was wired for live video signals which were fed from the central control panel in the smaller of the two television rooms.

Stunard, who had been on a leave-of-absence during 1967/68 school year, returned to NCE as the TV Director. Live broadcasts of classroom observations to teacher education students continued until he suggested the concept of videotaping these sessions in the Demonstration School classrooms as a way of preserving them and making them available for use with other classes, at other times. In 1969 or 1970, the first videotape recorder was purchased with Ford Foundation funds.[48]

This new technique for capturing classroom activities and "teaching moments" on videotape caught on quickly with both Demonstration School and College faculty members. Soon Stunard recognized the need for a television studio in which College faculty could prepare videotapes for their classes. In 1973, Classrooms 239 and 240 in Sutherland Hall became, at first, the video signal distribution center, and then, the first television studio. Shortly thereafter, all television equipment moved out of the two small rooms across the hall from the Harris Library into Rooms 239 and 240.[49]

The College Library took advantage of the two now-vacant rooms across the hall. All audio-visual equipment was moved there for circulation to faculty and students, and simple media production equipment was set up there for easy faculty and student access.

Video services were in ever-increasing demand by College faculty and then by the Equal Educational Opportunity Center (EEO), a federally-funded project awarded to NCE in 1973 to help school districts in a three-state area implement desegregation. Slide/tape programs, audio and video recordings were a natural part of the instructional delivery model in these EEO teacher workshops. Stunard worked with EEO for several years, producing materials for them and receiving in return 5-10% of the grant award for media equipment and supplies, estimated to be more than $200,000 during the duration of the grant.[50] As more equipment and more television production services were being added to the Instructional Television Studio in Rooms 239 and 240, space became a critical issue once more.

Instructional Media Center

The former Harrison Hall library space had been used as a teacher classroom for the Social Sciences Dept. since the library moved out in 1968. Known not too affectionately as

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[48] Ibid.

[49] Ibid.

[50] Ibid.

"The Barn", the old library's hard tile floors caused severe echoing problems, so that students taking classes there had a difficult time understanding the instructor. This was complicated by the fact that two or three classes would meet at the same time in the large open space.

A faculty Space Utilization Committee was formed in 1972 to discuss creative ways to solve some instructional facilities problems, including "The Barn." Stunard remembered that he suggested moving Instructional Television into that space, but his suggestion was ignored. The Committee's recommendation to President Gross was to carpet "The Barn", which would absorb the sound and create a more attractive teaching site.[51]

Soon after the carpet was in place, the Social Sciences faculty had a new problem: students could not hear them at all. Stunard installed microphones and speakers but this proved to be disruptive to the faculties's move-around teaching styles. Another small committee of Social Sciences faculty members and Stunard formed to discuss the dilemma, and they agreed to simply swap spaces. President Gross quickly approved of the move, and gave Stunard $3000 for materials to renovate the old library and create an Instructional Media Center.[52]

Undaunted by the lack of funds for labor, Stunard began designing the new space with movable walls for future renovation. For thirty-seven days, from early morning until late at night, Stunard and a crew of volunteer faculty, staff, and students built cabinets and walls, sanded, painted, ran electrical wiring, made drapes, and cleaned up before classes started in September, 1976. Stunard commented that the group effort to build the Instructional Media Center was immensely gratifying to him, as he never expected as much cooperation as he received.[53]

All circulating audio-visual and media production equipment was moved again into the new Instructional Media Center. This brought together all types of audio-visual and television equipment, and media production equipment and services for the first time.[54] Commercially-produced multi-media materials, such as sixteen millimeter films, filmstrips, recordings, and kits, remained in the College Library for circulation.

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[51] Ibid.

[52] Ibid.

[53] Ibid.

[54] Ibid.

Urban Campus Library

In 1971 NCE took over the failing Pestalozzi Froebel Teachers College at 180 N. Wabash in downtown Chicago, which had been founded by a National College graduate, Bertha Hofer Hegner. Both graduate and undergraduate teaching programs were offered there, and it soon became the base for a number of bilingual programs for English-as-a-second-language students.[55]

Librarian Neumann recalled that a small library did exist at Pestalozzi-Froebel, but said "it was the messiest library I'd ever seen."[56] Joe Rine was hired as the Urban Campus librarian, who, with Neumann, evaluated the Pestalozzi collection and discarded many of the out-of-date, deteriorated, and unused books. The Pestalozzi-Froebel Teachers College archives were preserved, though, and are now located in the Evanston library archives.

The Urban Campus library grew slowly as materials were purchased to support the classes being taught there. The college moved its Urban Campus to its present site at 18 S. Michigan in 1977. There, the library and some basic audio-visual equipment were located in five small, unconnected rooms on the third floor. Space to house the growing collections was, as usual, a problem. Partially funded by a two-year grant from the Dr. Scholl Foundation, the entire third floor was reorganized in 1979-80 to create more small classrooms and to bring all the library and media functions together into one space, along the east side of the building.

West Suburban Library

The National College of Education West Suburban Campus was officially established in 1976 in rented classrooms on the North Central College campus in Naperville. Through an informal agreement with the North Central College, NCE students were able to use that library. Two years later, the West Suburban Campus moved to its own quarters in the former Glen Park Elementary School in Lombard. The elementary school library room became the site for a basic collection of college-level books and a few pieces of audio-visual equipment. The room was not staffed on a regular basis as students and faculty were on the "honor system" to check out materials themselves. The Lombard Learning Resource Center was still in its infancy in 1978.

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[55] Messenger, p. 137.

[56] Neumann, interview.

Summary of Chapter I

In 1919, thirty-three years after National College of Education was founded, President Elizabeth Harrison and two faculty members donated ninety-five books to form the beginning of a library. The next year, a librarian was hired to organize and build the collection, marking the official founding of the NCE libraries. At the time, the College was located in a former mansion at 2944 Michigan Ave., near the Chicago Stockyards.

President Edna Dean Baker built a new campus in 1925 for the College on the Evanston/Wilmette border and moved the College moved into the first two floors of Harrison Hall in February, 1926. Three years later, the third floor was completed, and the library moved upstairs into its first real home along the west side of Harrison Hall. Three separate collections were housed there: the Mrs. John N. Crouse Library of liberal arts and education books, the Muriel Betts Library of Childhood of professional psychology and education books, and the Laura Ella Cragin Library containing children's books. Later, a small classroom was taken over by the Library to house the Reserve Reading Collection and circulating audio-visual equipment. The textbook and curriculum materials collection remained housed in a second floor classroom.

In 1968, a major new building was added to the Evanston Campus. Sutherland Hall contained classrooms for the children's Demonstration School, college classrooms, and two new libraries. A conflict between the librarians and the architects over the aesthetics of the interior library space was eventually resolved in the librarians' favor. The college library, named the N. Dwight Harris Library in recognition of its donor, contained the liberal arts and education collections, as well as reserve materials and circulating audio-visual equipment. The Cragin Library for Children occupied a separate library across the hall from the Harris Library, and became the Col. Robert R. McCormick Library in honor of its donor, serving the children and teachers of the Demonstration School.

Instructional television came to the College through a grant from the Ford Foundation to the Education Methods Dept. to transmit Demonstration School classroom activities to teacher education students in another part of the College. The television equipment moved from the Education Dept. offices into two small classrooms across the hall from the Harris library. As increasing usage and equipment outgrew that space, television equipment was moved into two college classrooms on third floor of Sutherland Hall in 1973. Three years later the former Harrison Hall library space was completed renovated to become the new Instructional Media Center, housing television, circulating audio-visual equipment, and media production equipment and services.

Two branch libraries were established to serve the needs of the students and faculty there: the Urban Campus library in 1972 and the West Suburban Campus library in 1978.

CHAPTER II

LIBRARY DIRECTORS

Bessie MacGill

During the 1919/20 academic year, National Kindergarten and Elementary College hired its first librarian, Bessie MacGill. Little is known of her background, how she came to the College, or when she left.[57] MacGill's contribution was to enlarge the fledgling book collection by entering into an agreement with the Chicago Public Library to establish a branch library at the College. The collection was rotated annually, with a few hundred new books added to the College collection, and the same number returned to Chicago Public Library. This agreement continued until February 1, 1926 when the College moved to Harrison Hall on the Evanston/Wilmette border.

Ruth Virginia Peterson

Virginia Peterson, as she preferred to be called, was hired as the College Librarian prior to Fall of 1924.[58] One of her first tasks was to organize the library move from the Chicago mansion to Harrison Hall. For six weeks, Peterson and student volunteers packed the library for the move which occurred on February 10, 1926, then reassembled it in time for classes to resume a few weeks later. The college library was named the Mrs. John R. Crouse Library.

With the removal of the Chicago Public Library books, it became apparent to Peterson that the collection was inadequate to serve College students and faculty. Soon after the move, Peterson entered into an agreement with Wilmette Public Library to allow circulation privileges to college students. As time passed, students complained that the Wilmette Public Library's collections also lacked the materials needed to complete their assignments. In 1928 Peterson made an agreement with Evanston Public Library to issue borrowing cards to more than "seventy resident students; . . . the library staff used their

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[57] National Kindergarten and Elementary College Library was listed for the first time in the eleventh edition (1923) of the American Library Directory, but no library director was named.

[58] Agnes Adams, interview held at her home, Deerfield, Illinois, July 15, 1986.

personal [Evanston Public Library] cards for obtaining reference materials whenever possible."[59]

One of Peterson's accomplishments was to establish standard library reporting procedures which were followed for most of the next fifty years. She wrote the first "Librarian's Annual Report" to President Edna Dean Baker on July 31, 1926, which detailed statistics about the Crouse Library. Included in this report were the titles of each book added; the number of volumes purchased, received as gifts, withdrawn, and bound; and the number of pamphlets, trade and university catalogs, pictures, and periodicals in the collection. Peterson's Annual Reports added circulation statistics in 1927.

The regularity and consistency of these statistical reports made growth and decline comparisons easy to compute each year. With them, Peterson showed modest growth in collections and usage each year as proof that the College was gradually building its library. President Baker presented the "Librarian's Annual Report" to the Board of Trustees as part of her annual report of the College.

Planning for the permanent library on third floor of Harrison Hall was coordinated by Peterson, but she did not remain at the College to occupy her planned space. During 1927/28, Peterson took a leave of absence, leaving Helen Ecker, Assistant Librarian, in charge. She returned for one more year, and then left the College during the 1929/30 year.[60]

Mary H. Adams

Mary H. Adams became the librarian in 1930[61] and stayed for five years. She was a well-educated woman with a B.A. from Wellsley College, a B.S.L.S. from Columbia University, and a M.A. from Pittsburgh University.[62] Her accomplishments have not been well-documented because she did not continue the "Librarian's Annual Report" process. Some statistical information and reports of library progress for those years have been lost.

It is known that during those years the library moved into its first planned-for-a-library space on third floor of Harrison Hall where the books were divided into three

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[59] "Librarian's Annual Report, 1927/28," p. 2.

[60] Virginia Peterson is living at 413 Allan Lane, Daytona Beach, Florida in a retirement home, according to Agnes Adams who still corresponds with her.

[61] National College of Education. Annual Report 1930/31, p. 17.

[62] National College of Education, College Catalog, 1930, p. 15.

separate collections: the Mrs. John R. Crouse main collection, the Laura Ella Cragin children's literature collection, and the Muriel Betts early childhood collection. Books, mostly donated ones, were added to the collection faster than shelving could be built to house them. A part-time cataloger was hired in 1931 to begin organizing the collections. A reserve book system began during this time. Children's books became heavily used by both the Demonstration School children and teachers, and by College students and faculty, but no additional librarians were hired to serve to children's collection.

C. R. Graham

C. (Clarence) R. Graham joined the College in September, 1936, as the librarian, with a B.A. degree from the University of Louisville and a B.S.L.S. from Western Reserve University. In his five years as librarian, he designed a plan for collection growth and began its implementation, established national cataloging standards and procedures for the NCE collections, established a Library Committee, created a separate Reserve Book Room, and administered the College's first audio-visual services.

Graham recognized many problems immediately upon employment; he reinstated the "Librarian's Annual Report" and enhanced them to include recommendations to President Baker concerning needed improvements in the library. After only two months on the job, Graham stated that library needed "a thorough reorganization of the card catalog and cataloging system and a written plan for the growth of the collections and expansion of the facilities." Planning for additional shelving and seating space were most critical "to eliminate costly [shelving] makeshifts." He wanted to create a "reference and periodical room" and a "well-balanced collection . . . not depend[ent] upon the ability or interest of individual instructors to build [the collection in] their respective fields."[63]

A ten-year plan to double the book collection to 30,000 volumes was laid out by Graham and approved by President Baker in 1936. Budgetary control of book purchasing was given to the librarian for the first time, and a Library Committee[64] of faculty members was involved in setting the book budget. Graham questioned the power of the Library Committee, though, when his library book budget was suddenly reduced to $3088.85 in 1938. In a note to President Baker, he asked: "Am I right in supposing that it is legal to reduce a budget request without the approval of the committee?"[65] In spite of small budgets, Graham began purchasing books to build a college-level liberal arts collection of 30,000

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[63] "Librarian's Annual Report, 1935/36," p. 3.

[64] The first mention of the Library Committee was in the 1938/39 Librarian's Annual Report.

[65] C. R. Graham to Edna Dean Baker, July 28, 1938, which is appended to Librarian's Annual Report for 1937/38.

volumes to support the academic programs which emphasized liberal arts in teacher education.

Cataloging and classification of books had been haphazard and incomplete. Graham was allowed to hire a full time professional librarian to catalog new materials and to begin recataloging the existing library collections. Catalog cards were ordered from the Library of Congress, and the new catalog adopted the American Library Association filing rules to conform with the national standards. By the mid-forties, all books and pamphlets were fully cataloged and classified.

Reserve books were another problem to Graham. Faculty enthusiastically approved of the reserved reading concept initiated in the 1930s by Mary Adams. By placing books on reserve for short-term circulation, faculty could require all students to read the same books to fulfill assignments. The popularity of the reserve readings caused problems when it became the major use of the library. Graham reported "an alarming increase" in the number of reserve books circulated, from 35,000 to 47,000 in one year[66]. Graham presented to President Baker the problem of high traffic in reserve reading and the noise created by students getting and returning reserve books. In 1938 he was given the use of a small classroom down the hall from the Library to create a Reserve Book Room.

The philosophy of reserve readings bothered Graham even more that the noisy and overcrowded conditions.

> It seems unwise from the standpoint of education for an increasingly larger part of all the reading done by college students to be of the 'assigned reading' type. . . . Possibly the solution to the whole problem lies in an educational policy or philosophy [which encourages independent rather than prescribed reading].[67]

Graham must have made his views known to the faculty since the number of reserve circulations declined somewhat during the next few years (see Appendix C) as faculty were made aware of instructional options to assigned reading.

Audio-visual materials and equipment first appeared in the Librarian's Annual Report of 1937/38, as evidence that "the library is a step in line with progressive measures in other institutions." Maps, mounted pictures, phonograph records and films were now in the collection, along with one film projector, one filmstrip projector, one record player, one camera, and a Reflectoscope. Whether Graham chose to purchase and circulate audio-visual equipment or whether it was thrust upon him from faculty or administration is not clear.

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[66] "Librarian's Annual Report, 1938/39", p. 2.

[67] Ibid.

Graham seemed proud of having these innovations, but he quickly grew concerned about their storage, control, and use. As usage of audio-visual equipment increased, Graham wrote that he became

> . . . alarmed with the realization that basic principles and policies [on audio-visual equipment] had not been thought out in advance from an administrative standpoint. Our collection of equipment and materials grew piece by piece without thought of future complications. With the sudden increase in the use of these materials and the acceptance by the teaching world of their important place in education, many problems of administration suddenly appeared.[68]

Graham did not accept the administrative responsibility to plan for audio-visual equipment himself. He blamed the college administration for creating these problems for him, and he expected the administration to correct them.

Training faculty or students to use audio-visual equipment was not envisioned by Graham as part of his role as librarian. He complained to President Baker:

> From the standpoint of the library the greatest problem is caused by the fact that teachers are not trained to use this equipment. When they attempt to use it without proper skills, not only is the expensive equipment endangered but its use as a teaching tool is not satisfactory. It seems that until an operator can be furnished by the institution lending the equipment that it is the responsibility of the individual teacher to either secure an operator or learn to use the equipment himself.[69]

His complaints did not produce results. No additional space was added to house audio-visual equipment, nor were any persons hired to train teachers or to operate equipment for them during Graham's tenure.

The problems of the growing children's library and the lack of a yearly plan for increased shelving and library space continued to plague Graham. All five annual reports written by Graham contained the same recommendations for the addition of a children's librarian to the staff "to spend her full time in the children's school library" maintaining order, keeping track of children's book circulation and reading to children; and "that a long-range plan for additional seating space and shelving be written [and funded]."[70]

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[68] "Librarian's Annual Report, 1939/40," p. 4.

[69] "Librarian's Annual Report, 1939/40," p.2.

[70] "Librarian's Annual Report, 1936/37," p. 3.

Money was not available for either recommendation. In obvious frustration, Graham concluded his 1940/41 report with these comments:

> For the fifth straight year the two most crying needs of the library continue to be: 1. the addition to the staff of an adequately trained Children's Librarian . . . [and] 2. the beginning of a yearly plan to increase the shelving and seating space so that at the end of a specific time we shall have achieved expansion adequate to allow for future growth."[71]

In 1941 the United States entered World War II, and the war economy placed even tighter budget constraints on the College. C. R. Graham left the College in Fall 1942 for a position at Louisville Public Library.

Mary-Louise Neumann

After completing her bachelors degree at Carthage College and her fifth-year B.S.L.S. from the University of Illinois at Urbana-Champaign in 1937, Mary-Louise Neumann became a teacher and school librarian in Monmouth, Illinois. Three years later her friend Martha Carter, an NCE graduate, informed her that a librarian position at NCE was open. Neumann felt her teaching background would be helpful at a college of education, and so she applied. President Edna Dean Baker interviewed Neumann at the Georgian Hotel, one of Evanston's most elegant hotels of the day, and hired her at an annual salary of $1500 as the book selection librarian in May 1941.[72]

She came to stay for two years, but stayed for thirty-two. When C. R. Graham left for Louisville Public Library in Fall of 1942, Neumann was appointed Acting Director, and then Director in Fall 1943. "If they wanted a man [to be director]," Neumann said, "they were out of luck since there was a shortage of men at that time."[73] She felt that a woman could provide the leadership a growing college library needed.

Neumann's major accomplishments as library director were: 1) increasing the liberal arts book collection by 50,000 volumes in thirty years, 2) developing the curriculum and children's literature collections, 3) monitoring the collection quality and bibliographic access to it, 4) establishing library services for off-campus extension students, 5) encouraging independent reading rather than assigned reading assignments from faculty, 6) introducing a formalized library instruction program, 7) organizing and promoting audio-visual services, and 8) planning new libraries in Sutherland Hall and at the Urban Campus.

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[71] "Librarian's Annual Report, 1940/41," p. 4.

[72] Neumann, interview.

[73] Ibid.

Building the Collections

Neumann found that her educational background in English and liberal arts served her well in a college that believed elementary school teachers needed a strong background in liberal arts. She believed that a well-balanced liberal arts collection should be the cornerstone of any undergraduate library, and the NCE collection development during the Neumann years reflected that philosophy.

Growth of the book collection

Neumann began her career at NCE as the book selector and continued that role as library director. By 1944 the library collection has reached the 30,000 volume goal set by Graham in 1936.[74] Continuing to carefully select books in all liberal arts fields as well as professional education, Neumann added an average of 1666 books per year between 1942 and 1972, ranging from the low of 839 books in 1948 to the high of 6737 books in 1968 (see Appendix B). Donations of new and used books from publishers, faculty, and friends comprised a significant number of the books added to the collection, especially in the earlier years.

A new goal to build the collection to 50,000 volumes was set in 1963 as a result of the recommendations from the North Central Association of Colleges and Schools. Neumann requested an increase the book budget to $10,000 for the 1963/64 year. In a memo to the business officer, she wrote:

> In light of the figures now stated for adequate library service at the college level (50,000) we need to increase our book budget at a greater rate than the usual $1,000 rate. Our holdings now stand at approximately 41,000; so that with a net gain of 2000 volumes, each year, we could attain our goal of 50,000 if we would have annual increases of $2000. We sincerely hope this can be accomplished.[75]

Her request was granted; the number of books added increased from 2400 to 3400 the next year.

An unexpected grant from the U.S. government arrived the next year for college library materials under Title II of Higher Education Act.[76] The number of books added

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[74] "Librarian's Annual Report, 1943/44," p. 1.

[75] Mary-Louise Neumann to Mr. Marken, April 1963, which was appended to Librarian's Annual Report, 1963/64.

[76] Title II funds for college library books continued at $5000/year into the 1970s, and dwindled to nothing by 1983/84.

to the collections nearly doubled between 1966 and 1967, and continued to increase to the peak of 6737 books in 1968. Federal money "was a windfall when it came," Neumann said, "and it continued for many years as the major part of the [library materials] budget."[77] The ERIC microfiche collection, audio-visual materials, special education books and curriculum materials were purchased with Title II funds.[78]

Faculty involvement

Faculty were encouraged by Neumann to recommend books for the library, and she agreed to purchase virtually everything faculty recommended[79] within the budget limits. She maintained the book budget as a whole, without allocating it to academic departments. Neumann was opposed to that, believing that faculty should recommend what they needed, and not feel pressured to spend it quickly at the end of the fiscal year. This would lead to "sloppy selection," she said, as faculty tended to "buy just anything without any qualitative considerations."[80]

Many faculty members spent a lot of time helping to build the library collection. Neumann named Avis Moore (Economics), Phyllis Neulist (Anthropology) and Eugene Cantloop (Arts and Humanities) as especially active faculty members. B. J. Wagner (English) recalled that she and Jay Butler (English) helped build the English and American literature collections, and Mary DeHusar, Glenn Heck, Tom Askew and Lloyd Cousins selected books in social sciences, education, humanities and music.[81] Cecilia Cyrier of the College's Guidance Center helped guide the selection of special education materials.

Some faculty members tried to help increase the materials budget by serving on the Library Committee and supporting Neumann's requests for more funds. The library "never had the kind of budget the faculty felt was appropriate"[82] for a college of its size. Charles

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[77] Neumann, interview.

[78] Ibid.

[79] Calvin Claus, interview held at National College of Education, Evanston, Illinois, May 28, 1986, and
Phyllis Neulist, interview held at National College of Education, Evanston, Illinois, June 6, 1986.

[80] Neumann, interview.

[81] Betty Jane Wagner, interview held at National College of Education, Evanston, Illinois, May 27, 1986.

[82] Wagner, interview.

F. Davis,[83] a history professor and fund-raiser for the College, instituted a unique plan for helping the library. He took up a collection from students in every class he taught to purchase library books in the field of history. A nameplate recognizing the student donor was placed in each volume as it was added to the collection.[84]

Some books recommended by faculty for purchase were considered too controversial by Neumann for the general library collection, so she kept them in her Harrison Hall office. Faculty members Neulist, an anthropologist, and Claus, a psychologist, remembered that Neumann seriously questioned purchasing books they had recommended on such sensitive topics as African tribal rituals, and human sexual behavior. Claus said that Sheldon's Body Types was objectionable for its full frontal nudity. Neumann agreed to buy books needed for psychology and anthropology classes, but those books were circulated only to students in the classes requiring their use, and only to students that showed "the greatest of seriousness".[85] It is not known when this office collection was discontinued, but there was no mention of it when the libraries moved into Sutherland Hall in 1968.

Students demand minority literature

Afro-American students "waged a war on the library"[86] and the English Department in the late 1960s to protest the lack of ethnic studies courses and ethnic literature in the library. Eight students addressed the Curriculum Council and vehemently argued for new courses and new books. A course called "Minority Voices" was instituted the next semester by B. J. Wagner, and many books on minorities were added to the collection to support it.

Education collections

Professional education books were a major part of the collection from the earliest years. It began as the Muriel Betts Library of Childhood in 1930 as a separately-endowed collection by the Betts Family of 1500 volumes on early childhood and child development, believed to be one of the earliest library collections in these fields.[87] To keep this collection together, all books were artificially classified 136.7 and shelved separately. As

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[83] Mrs. Davis, now 91, is living in the Georgian Hotel in Evanston, according to Neumann. Both she and her husband were major college fund-raisers.

[84] Neumann, interview.

[85] Claus, interview.

[86] Wagner, interview.

[87] Neumann, interview.

graduate programs in education began to be offered in the 1950s, this research collection became even more important and was substantially enlarged by Neumann. In the mid-1970s, all books in the Betts Collection were shelved with the main collection.

Curriculum materials, which included curriculum guides, elementary school textbooks and supplementary teaching materials for children, were needed in the library so that future teachers could be taught how to select and use them. In response to this request by faculty, Neumann established the Curriculum Collection in the early 1950s and continued to enlarge it. Many new textbook series were given to the library by their publishers for this collection, which was also used as a textbook examination collection for local public school teachers.

Children's books

The Demonstration School's Laura Ella Cragin library grew in collection size and use during Neumann's administration. In 1954 Neumann set a goal for "the reworking of the Cragin Library to make it a truly representative selection of children's library materials."[88] This collection of children's books circulated heavily to children and college students; often the number of circulations of children's books equalled or exceeded the adult book circulation. In a 1958 memo to NCE President Johnson, Neumann said:

> . . . with the recent increase in circulation [of children's books] to both college students and children[,] we realize there is need of a full-time trained librarian for this room.[89]

The mother of a young Demonstration School child had just completed her B.S.L.S. and was looking for part-time work in 1960. Neumann hired this mother, Gertrude Weinstein, to assist in the children's library, and the two became close friends as well as professional colleagues. By 1962 Neumann succeeded in establishing a full-time children's librarian position for Weinstein, culminating twenty-five years of requests for it.

Weinstein and Neumann selected excellent children's books for the Cragin library, assisted by faculty members of the Demonstration School and B. J. Wagner, who taught children's literature to teacher education students. The collection grew from 4,900 to 12,000

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[88] "Librarian's Annual Report, 1953/54," p. 2.

[89] Mary-Louise Neumann to President K. Richard Johnson, October 1, 1958, which is appended to Librarian's Annual Report, 1958/59.

volumes during the twenty years Weinstein served as the children's librarian of the Baker Demonstration School.[90]

Audio-visual materials

Fewer than 100 phonograph records, films and filmstrips were in the collection before Neumann came in 1941. When she left thirty years later, there were nearly 11,000 pieces of audio-visual items in the library, which were purchased primarily with federal funds under Title II of the Higher Education Act, and were donated by benefactors. Charles Benton and Encyclopedia Britannica gave the library the most substantial audio-visual gifts during the late fifties and sixties.

Charles Benton is an Evanston resident who became a giant in the educational film and video industry. His father William became "publisher of the floundering Encyclopedia Britannica -- and built the company into a financial empire." Charles wanted to become a teacher instead of joining his father's business, but at his father's suggestion, became interested in educational films to support classroom teaching. Charles worked in Encyclopedia Britannica's educational film division for fourteen years, then purchased Films, Inc., a film and video distribution company formerly owned by Encyclopedia Britannica Educational Corp. which became a separate company in 1966.[91]

Because of his belief in the value of educational films in classrooms, Charles Benton gave the library 615 filmstrips in 1958, one copy of every filmstrip Encyclopedia Britannica made. Later as President of Films, Inc., Benton provided free use of 16mm films to the College faculty, including pick-up and delivery service from their headquarters in Wilmette.[92] This generous service provided an unequalled boost to the use of audio-visuals in the classrooms of National College of Education.

Students and faculty in art and music courses were the most frequent users of other audio-visual materials. Eugene Cantloop, the faculty member who taught the humanities core course required of every teacher education student, used art slides in his classes to enhance students' visual literacy and appreciation. Thousands of slides of famous paintings

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[90]Gertrude Weinstein died in June 1985 in an automobile accident while vacationing with her husband Seymour, who died two months later of his injuries. A special non-circulating collection of award-winning children's books was established in the Baker Demonstration School Children's Library in their honor with gifts from family and friends of the Weinsteins.

[91] Catharine Reeve, "A Wealth of Causes for Marjorie and Charles Benton, Activism and the Good Life Go Hand in Hand," Chicago Tribune Magazine (February 9, 1986): 14-16.

[92] Neumann, interview.

and sculptures were collected by Art Department faculty Jean Jaboul and Audrey Owen, and given to the Library to be organized and cataloged.[93]

Music appreciation was also a part of the Humanities core, and faculty member Lloyd Cousins used recordings and music scores from the Library as part of his classes. A major collection of 78rpm, 45rpm, and 33rpm phonograph records was given to the Library by William Sutherland in the 1950s, and another by Cousins in the 1960s, bringing the collection to nearly 2000 records. Neumann's willingness to build the audio-visual materials collections was greatly appreciated by the faculty.

Audio-visual equipment

As the usage of audio-visual materials increased faculty and students demanded more equipment to use with them. Filmstrip, film, overhead, opaque and slide projectors, cassette and reel tape recorders, and later video equipment were added to the library audio-visual equipment collections during Neumann's administration.

Summary - Building the collections

Neumann directed thirty years of library collection growth at National College of Education. The adult book collection increased 50,000 volumes with careful selections by Neumann and the faculty in all liberal arts and education fields, supplemented by book donations by students, faculty and friends. The Curriculum Collection and children's library expanded in direct support of the teacher education and Demonstration School curricula. Microforms were purchased for some periodical titles and acquisition of the ERIC collection of educational monographs on microfiche began. Audio-visual materials and equipment were added to the library holdings as their popularity as classroom support materials increased. Neumann took advantage of the golden age of college library collection growth during the late sixties and early seventies as federal funds under Title II of the Higher Education Act substantially increased the library budget.

Monitoring the Collections and Standardizing Bibliographic Control

Neumann insisted on providing all library users with consistent and complete bibliographic information for all materials in the collections through professional cataloging and classification. In 1946 Neumann said:

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[93] Ibid.

> As a long range program in the library we have planned the recataloging of the Muriel Betts collection along with the general recataloging of the Crouse and Cragin libraries.[94]

By August 31, 1953, the Crouse and Betts collections were recataloged. A concurrent weeding project yielded the withdrawl of nearly 2000 volumes from those collections, resulting in "a far more usable and up-to-date collection."[95] One year later the Cragin library had been weeded and accurately counted, and recataloging of children's books was completed a few years later. More than 7900 pamphlets were discarded in 1960 and cataloging of them was discontinued. Neumann remembered that more weeding to all collections was done just prior to the move into Sutherland Hall in 1968.

Audio-visual materials were cataloged and classified during Neumann's administration. Phonograph records required detailed cataloging to fully describe each piece, and a separate card catalog using music subject headings was established for them. Art slides were individually packaged in 3x5 envelopes and cataloged. Every film, filmstrip, audio tape and multi-media kit had catalog cards in the Nonprint Card Catalog.

Curriculum guides and textbooks were the major only materials not included in the card catalogs. Instead Neumann established notebooks by major curricular area, which listed the textbook publishers and series titles in the Curriculum Collection.

Because of her desire to provide consistent and complete bibliographic information on all materials in all collections, Neumann established meticulous cataloging standards and practices in the NCE libraries. The card catalogs she established are still accurate, well-organized and useful bibliographic tools.[96],[97]

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[94] "Librarian's Annual Report, 1945/46," p. 1.

[95] "Librarian's Annual Report, 1952/53," p. 1.

[96] Five card catalogs (Evanston books, Evanston recordings, Evanston nonprint, Demonstration School books, and Chicago Campus books) were closed on December 31, 1979. A union catalog was started on January 1, 1980, at the Evanston College Library which brought together bibliographic records of all new books and all new nonprint materials. The Library joined the OCLC library network at the same time, preparing machine-readable bibliographic records for future library automation systems. Closing the catalogs was necessary to adopt the new Anglo-American Cataloging Rules as was done in many libraries across the United States following the lead of the Library of Congress.

[97] Anglo-American Cataloguing Rules, Second edition (Chicago: American Library Association, 1978).

Initiating Off-Campus Library Services

When the Graduate School of Education started offering extension courses at off-campus sites in the early 1950s, Neumann provided small travelling book collections to the faculty members who requested it.[98] Few faculty took advantage of this service, however, because it meant hauling heavy boxes of books to and from class each week. Access to journal literature was not available to off-campus students since the single-copy indexes could not be removed from the library. Limited as it was, Neumann's provision of information to some extension students showed a philosophical commitment of library support for off-campus programs.

Encouraging Independent Reading

Neumann shared Graham's concern over the heavy student use of textbooks and assigned readings in college course work. She talked with faculty informally about it whenever she could, suggesting that they permit students to choose their own reading materials and to take independent study courses which required extensive use of libraries.[99] Gradually some faculty followed her advice. In 1941 the number of reserve circulations was nearly double the number of the book circulations; by 1972 the opposite was true (see Appendix C). Neumann felt that the improvement of student reading habits and modification of reserve reading assignments by faculty were some of her greatest accomplishments at NCE.[100]

B. J. Wagner, English Department, disagreed with Neumann on the reserve reading issue. In spite of her efforts to broaden students' reading horizons, Wagner said that students then and now were not interested in exerting extra effort to do so.

> The Library has always been of more interest to the faculty than to students. The only books that really get used are those on reserve. . . . they will read the textbooks and assigned readings for tests, but [won't read] beyond that . . . . What they need is to browse the library; what they do is read what's assigned![101]

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[98] Neumann, interview.

[99] Ibid.

[100] Ibid.

[101] Wagner, interview.

Teaching Library Skills

The only written record of the teaching role of NCE librarians is in the 1949/50 "Librarian's Annual Report." There Neumann reported that lectures on the use of the library were given in "English 101 and 102", "Children's Literature," "Role of the Teacher," and "Social Studies [Methods]" courses. During Winter 1950, a course entitled "The Library and the Teacher" was offered by Neumann for the first time.[102] These library instruction classes for undergraduate students continued over the years. Wagner confirmed that she brought every English composition class that she taught into the library for this instruction.[103]

When graduate programs in education began in 1951, Neumann taught library skills to students in every "Introduction to Graduate Studies" course. She provided a list of basic references and indexes, explained the use of the ERIC collection, and assigned a library research problem to each student.[104] Teaching library skills to students, as Neumann initiated, has continued to be a major service of the NCE libraries.

Organizing and Promoting Audio-visual Services

Neumann's attitude toward audio-visual equipment and services was more positive than her predecessor Graham's had been. She accepted responsibility for them and was able to plan for their use. In her Librarian's Annual Report of 1948/49, Neumann reported to President K. Richard Johnson that:

> In the fall of 1948, a room adjoining the Reserve Book Room was assigned to the library for housing audio-visual equipment and materials. During the year the staff has endeavored to organize the material and supervise the circulation of equipment with the result that for the first time in the history of the school we feel we have adequate organization.
>
> [The audio-visual room] has been equipped with draw drapes which means the college now has three rooms which are adequate for projection purposes. . . . A student was employed full-time during the summer months to catalog and organize the phonograph records, maps, film strips and a vast post-card collection.[105]

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[102] "Librarian's Annual Report, 1949/50," p.3.

[103] Wagner, interview.

[104] Neumann, interview.

[105] "Librarian's Annual Report, 1948/49," p. 3.

With the audio-visual materials equipment well-organized and supervised by Ruth Powers, the Reserve Book Librarian, Neumann promoted their use to the faculty. Her annual statistics reported growth in the use of both equipment and materials over the years.

Art Stunard, a faculty member in the Art Department in the late 1960s, remembered that Neumann's rules for the use of audio-visual equipment seemed overly restrictive. He was a frequent user of projectors as he taught undergraduate methods courses, and generally remembered to reserve audio-visual equipment well in advance of the date needed. But on one occasion he forgot to reserve his projector, and even though there were projectors available, he was denied use of one because Neumann's rules required twenty-four hours advance notice. In spite of his pleading and arguing with Neumann, she would not bend the rule.[106]

The results of this confrontation were positive, though, because Neumann later agreed to modify the strict rules to accommodate last-minute faculty requests if equipment was available. Stunard admitted that he learned from Neumann some of the reasons behind the need for controls to efficiently administer library and audio-visual services, which served him well in later years when he became the audio-visual coordinator for the College.[107] Neumann was credited by Stunard for being the silent promoter of audio-visual services for thirty years, which led the way for his conceptual and administrative evolution from "library" to "learning resource center" in 1978.

Planning New Libraries

Neumann felt great personal satisfaction in planning the two new library facilities in Sutherland Hall.[108] President Johnson gave her the authority to hire a library planning consultant and to organize the library spaces as she chose. For two years Neumann and her staff drew rough plans and tried to visualize what working in an enlarged space might be like. She relied on Don Bean, the library consultant, to lay out detailed shelving floor plans, but Neumann's knowledge of how an efficient library should function was evident in the resulting design.

Neumann fought the architects who wanted to reduce the second level floor space with an open balcony because she knew that the space would be needed for expansion. Her foresight in insisting on maximum library space has proven beneficial as the planned growth of College collections to more than 100,000 volumes will be reached by 1988, just twenty years after the new library was occupied.

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[106] Stunard, interview.

[107] Ibid.

[108] Neumann, interview.

The children's library was designed by Neumann and Weinstein as an active learning center, following the national trend toward expanding the teaching role of the library in the elementary school. Wet carrels for individualized learning with audio-visual equipment were installed, and tables for group instruction were positioned around the children's library. When the Cragin library moved into Sutherland Hall in 1968 and became the McCormick Library, Neumann and Weinstein felt it was a state-of-the-art library media center.[109]

The library at the defunct Pestalozzi-Froebel College in downtown Chicago was the beginning of the NCE Urban Campus library. Neumann and Joe Rine organized the library space, weeded the outdated collection, and established standardized procedures for the branch library.

Summary of Mary-Louise Neumann

Mary-Louise Neumann directed the growth of National College of Education's libraries for more than thirty years. She built a well-balanced liberal arts collection to support the undergraduate curriculum; increased the professional education, curriculum and children's literature collections to support the undergraduate and graduate teacher education programs; and developed audio-visual materials and equipment collections. Weeding the collection of outdated materials, recataloging of all collections, and establishing the nonprint card catalogs were results of her direction. Neumann was a member of the faculty, a teaching librarian who interacted with other faculty, taught library skills to graduate and undergraduate students, and encouraged students to read independently. As a soft-spoken but dynamic library manager, she increased the number of staff, promoted audio-visual services to the College, initiated library services to off-campus students, planned new library facilities, and organized the library moves into Sutherland Hall. Neumann's record of accomplishments proved her life's work as National College of Education's library director was most successful.

Neumann chose to retire in Spring 1973, six months prior to attaining mandatory retirement age. A bronze plaque honoring her contributions was placed in the Harris Library by her colleagues. Since then she has continued to serve the library profession as a consultant to other libraries,[110] the College through the Alumni Office, and numerous charitable organizations in the Evanston area as a volunteer.

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[109] Zinn, p.12.

[110] She served as consultant to Marycrest College Library in Davenport, Iowa, in preparation for their North Central Association of Colleges and Schools accreditation visit.

Leonard Freiser

Oscar Chute, Dean of Academic Affairs, hired his friend Len Freiser, former Director of Wilmette Public Library, to replace Neumann in Fall 1973. Freiser was a well-educated man, with degrees in music from Manhattan School of Music, education from Teachers College, Columbia, and library science from Columbia University who brought to the office a different style of leadership from Neumann's quiet ways.

English professor B. J. Wagner remembered him as an intellectual and knew she could count on Freiser to know current topics and to get students interested in studying current affairs. Wagner said:

> He was always reading the New York Times. Students loved to talk with Freiser because he would challenge their thinking; a few found him really interesting.[111]

Freiser assumed the role as chief book selector, adding books to the collection based on reviews in New York Times. He chose mostly novels, English and American literature, and historical works; he was not interested in education or educational methods books.[112] Faculty assumed a less important role in book selection during Freiser's administration.

The role of the library under Freiser expanded into several different directions, including managing the College's Performing Arts program and teaching library science courses. Freiser's music degree and interest in theatre led to his involvement with several student productions. The Library Director's office served as the College ticket booth and reservation center.

Freiser promoted the establishment of a graduate library science and instructional media program at the College, aimed at preparing school library media specialists for Illinois certification. Stunard remembered proposing this curriculum to Freiser, who agreed to undertake its development.[113] Stunard wrote the television and audio-visual courses, B. J. Wagner developed the children's literature curriculum,[114] and Freiser prepared the library science courses based on those offered at other institutions. Adjunct faculty, library

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[111] Wagner, interview.

[112] Ibid.

[113] Stunard, interview.

[114] Wagner, interview.

media practitioners, taught many of the courses both on and off campus. The program was approved by the Illinois State Board of Education.[115]

As graduate students in the library media program began to take classes, the Demonstration School Library became overwhelmed with requests for children's books. To ease the demand, Freiser established a separate children's literature collection for college students in the College Library. He hired two well-known children's literature specialists in succession, Margaret A. Bush and Dr. Ellin Greene, to develop that collection but its growth was short-lived.[116] Both Bush and Greene left after serving less than two years with Freiser.[117]

Audio-visual services increased during Freiser's administration in a back-handed way. Since he "had no use for audio-visuals at all,"[118] Freiser allowed Art Stunard to develop television and media services as separate branches of NCE's library.

Freiser's administration had some negative effects on the library. First, no Librarian's Annual Reports were written to the College administration during those years, so important library developments and events are undocumented. Freiser also discarded many files left by previous library directors. Second, when the Kellogg Foundation offered grants from 1973 - 1978 to private college libraries to join the OCLC library network, Freiser declined to accept the grant, or perhaps was not allowed to do so by the administration. This meant that the College had to purchase its own terminal when the Library joined OCLC in 1979, just six months after the grant funding ended. Third, library employees were unhappy, and there was "more confusion and less service"[119] in the library during the Freiser years. Many long-time library staff members who had served with Neumann left.[120] Finally the library staff presented a document critical of Freiser to the College administration.[121] He left the College in Spring 1978, and Art Stunard was asked to assume the leadership of all library and media services on July 1, 1978.

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[115] The program did not sustain the enrollment that Freiser and Stunard envisioned; it gradually declined until it was discontinued by the Graduate School of Education in 1985.

[116] This collection was integrated with the Demonstration School library collection in 1980.

[117] Wagner, interview.

[118] Ibid.

[119] Stunard, interview.

[120] Neumann, interview.

[121] Stunard, interview.

Summary of Chapter II

Six librarians directed the National College of Education libraries in their first fifty-eight years, serving and supporting the curriculum of this single-purpose teacher-education college. Bessie MacGill organized the first collection of books donated by President Elizabeth Harrison and others to start the library. Virginia Peterson improved resources by borrowing hundreds of books from Chicago Public Library, and orchestrated the library move from Chicago to Evanston. Mary Adams organized and administered three separate collections in Harrison Hall. C. R. Graham established a plan for library growth, instituted audio-visual materials and equipment collections, and encouraged independent reading assignments for students. Mary-Louise Neumann added fifty thousand volumes to the libraries during her thirty-two year career, developed strong liberal arts and education collections, increased audio-visual materials and services, cataloged all materials, promoted independent reading and learning, and taught library skills to students. Len Freiser developed the graduate school library media program, and strengthened the children's literature collections. Each of the six library directors brought his/her philosophies of librarianship to the job which shaped the library.

CHAPTER III

FROM LIBRARIES TO LEARNING RESOURCE CENTERS

The Teaching Library

A learning resource center is "an administrative unit . . . [in an academic institution] which integrates printed and non-printed forms of communication resources and the necessary equipment and services to permit their utilization."[122] Some librarians and media specialists feel that libraries are and always have been learning resource centers, places where both teaching and learning take place. Others believe there is a philosophical difference between them, that learning resource centers are more directly involved instruction than libraries, that librarians are teachers, and that changing the name from library to learning resource center, instructional media center, library media center, or educational materials center reflects this philosophical change to the library's clientele.

National College of Education was directly affected by the learning resource center movement that began in the early 1960s. This philosophical concept was first implemented in elementary and secondary schools then quickly spread to community and junior colleges. Because teacher education was the College's only mission at that time, it was logical to model a combined library and audio-visual program after those in elementary schools. Art Stunard was the catalyst who first conceptualized then implemented the conversion of NCE's college library, instructional television, and audio-visual centers into an administratively-unified Division of Learning Resources in July 1978.

The evolution of a philosophical change within an academic institution is often vague and undocumented, as was the case at NCE. It is known that books and periodicals were not the only items available for use in the College Library. Audio-visual equipment and materials were purchased, housed, and circulated at NCE's library since the mid-thirties, probably earlier than in most other college libraries. Films, transparencies, lantern slides, photographs, kits, realia, recordings and audio tapes as well and books and periodicals were used by College and Demonstration School teachers to supplement classroom instruction, and the library nonprint materials collection grew alongside the book collections. NCE

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[122] Illinois Library Association, Subcommittee on Junior College Standards for Learning Resource Centers, "Guidelines for Junior College Learning Resource Centers Developed in Illinois," Illinois Libraries 55 (February 1973): 66.

librarians have been active in the teaching process of the College since the College's earliest days.[123]

Faculty Status of Librarians

President Edna Dean Baker wrote about librarians and their relationship to the teaching faculty in her history of the College. She said:

> The administration considered the library staff an important part of the regular faculty of the college, with its members attending faculty meetings, working on faculty committees, and integrated into the faculty structure. The members of the staff entitled to this ranking must, of course, hold degrees entitling them to offer courses credited on the same basis as any other courses available. The students in developing their student-faculty council, included the head librarian as one of their faculty members.
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> The administration believed that the library, the laboratory school, the affiliated schools for observation and student teaching have as vital a function in the educational program of a teachers college as the teaching faculty whose whole time is devoted to offering courses or to research. This total plan of relationship brought about an excellent understanding of the functioning college and developed a mutual respect, department for department, and individual for individual.[124]

Librarians were teaching library skills to children probably since the 1920s and to college students at least since 1949. Instructional television specialists worked directly with classroom teachers since 1962 to improve classroom teaching. The philosophy of the learning resource center, with its emphasis on teaching, was in place long before Stunard formalized it with a name change.

Stunard as Catalyst

As a teacher of both Demonstration School children and undergraduate teacher education students in the early sixties, Art Stunard was developing his own personal philosophy of how nonprint materials could be used in the classroom. His graduate course work

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[123]When National College of Education became National-Louis University in June 1990, the Division of Learning Resources changed its name to UNIVERSITY LIBRARY without changing its mission, focus or services philosophy from the "learning resources" concept.

[124] Baker, pp. 210-211.

in education gave him the curriculum-and-instruction foundations for teaching; his industrial arts training gave him an affinity for equipment. He frequently used audio-visual equipment and materials to help students learn, and as his interest in instructional technology increased, he began taking graduate instructional technology courses from Northern Illinois and Northeastern Illinois universities.[125]

In 1965 Stunard went to a teacher education workshop in Minneapolis, sponsored by the North Central Association of Colleges and Schools. For a workshop exercise, Stunard wrote a paper which helped conceptualize his philosophies about the use of audio-visual equipment in the classroom, and set forth a plan to improve audio-visual services for the College.[126] He presented his paper to Mary-Louise Neumann, who gained a better appreciation of the use of audio-visuals in education, Stunard believed.[127]

His opportunity to teach others his philosophies came from Helen Challand, a Science Dept. faculty member whose other teaching obligations forced her to give up teaching the undergraduate audio-visual courses. Stunard taught those courses to all teacher education students from 1966 - 1969. He also became the Instructional Television Coordinator for the continuing Ford Foundation project at the College, working with Demonstration School teachers to use television and other audio-visual equipment to improve teaching and learning in their classrooms. Stunard believed that classroom teachers should provide individualized learning activities for children using instructional media.[128]

Other College faculty members and administrators began to support the learning resources concept. In 1970 a college-wide Strategic Planning Committee wrote in their long-range plan for National College of Education:

> The library is traditionally viewed as the major learning resource center of a college, but its role in instructional programs is dramatically changing. Though it continues to serve as a repository for reference books and materials, it is changing its image to identify itself as a center for learning experiences of a much greater variety. National must, of course, increase its holdings of "print" materials to accommodate the projected graduate and undergraduate enrollments, to provide the necessary resources for the developing liberal arts and graduate school programs, and to comply with all accepted standards for college libraries.

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[125] Stunard, interview.

[126] E. Arthur Stunard, "Improved Audiovisual Services for the National College of Education," Evanston, 1965.

[127] Stunard, interview.

[128] Ibid.

> However, the Committee recommends that the College give equal attention to developing other learning resources that complement and support the library services that are currently predominant. This would require a large addition to the "non-print" material now available, added space for the production of teaching and learning materials, and additional facilities and equipment for the retrieval and use of knowledge and information via other learning media. This concept is strongly endorsed because of its inherent value to the college student and because it would, again, provide a "model" learning setting.[129]

In January 1973, Stunard presented a position paper to Oscar Chute, Dean of Academic Affairs entitled "New Directions: Development of a Comprehensive Learning Resource Center at the National College of Education."[130] This paper reviewed the national trend toward creating learning resource centers in schools and community colleges, and discussed the American Library Association's 1969 "Standards for School Media Programs" and Illinois Library Association's 1973 "Guidelines for Junior College Learning Resource Centers Developed in Illinois."

Stunard believed that these guidelines were appropriate for a college of education as well as schools and community colleges. Quoting Dr. James Wilson Brown, Professor of Instructional Technology at San Jose State University from 1953 - 1979 and prominent leader in the instructional media movement,[131] Stunard described the functions that a well-planned media program in a higher education institution should provide:

1. participation in . . . the design of instructional systems
2. circulation of printed materials
3. circulation of motion pictures and other audio-visual materials and equipment
4. off-campus circulation of educational materials through extension services
5. customized production of instructional materials such as motion pictures, graphics and photographic materials;
6. provision of facilities and coaching for faculty members and students to prepare their own inexpensive instructional materials
7. provision of services and facilities for large group instruction

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[129] National College of Education, Strategic Planning Committee, "Goals-Directions of N. C. E.," Evanston, 1970, pp. 33-34.

[130] E. Arthur Stunard, "New Directions: Development of a Comprehensive Learning Resource Center at the National College of Education," [Evanston], 1973.

[131] Who's Who in Library and Information Services (Chicago: American Library Association, 1982), s.v. "Brown, James Wilson."

8. provision of language laboratories and other electronic teaching or learning facilities for independent study and automated instruction;
9. monitoring of programmed instruction, including the use of teaching machines;
10. technical services such as the design, installation, and operation of instructional equipment of all kinds, including radio and television...;
11. assistance in planning and designing new buildings and instructional facilities to promote efficient use of educational media;
12. inservice education and dissemination of information regarding instructional media developments, techniques and research findings;
13. experimental development and trial of instructional devices, techniques and materials;
14. professional education of specialists and generalists qualified to assume positions of leadership in planning and directing educational media programs. . . .[132]

The position paper described the current administrative organization of the College's library and media services. The Dean of Academic Affairs was responsible for the administration of both library and media services, Stunard said, but he didn't have "enough room in his schedule to devote the time needed to fully direct and integrate the many-faceted program."[133]

> The present administrative structure seems defused [sic] in that the Head Librarian is directly responsible to the Dean of Academic Affairs, as is the Director of Instructional Media and Television. The Audiovisual and Television Production Coordinator reports part of the time to the Librarian and part of the time to the Director of Instructional Media and Television. The Demonstration School Librarian is responsible to the Director of the Demonstration School and also reports to the Head Librarian. The Urban Campus staff, representing both library and media services, reports to the Dean of the Urban Campus and the Head Librarian and works cooperatively with the Coordinator of Audiovisual and Television Production.[134]

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[132] James W. Brown et al., Administering Educational Media: Instructional Technology and Library Services (New York: McGraw-Hill, 1972): 102-103, as quoted in Stunard, "New Directions," pp. 12-13.

[133] Stunard, "New Directions," p. 18.

[134] Stunard, "New Directions," p. 19.

Stunard stated in his paper that National College of Education had "the potential of developing a comprehensive Learning Resource Center"[135] under the direction of a single administrator. This Center could include libraries, independent study centers, instructional design consultation services, audio-visual distribution services, materials preparation services, and instructional television and radio services.[136] He recommended that an examination be conducted "to determine what changes might be necessary in the present Library/Media Program,"[137] but did not specify who should conduct this examination.

Administrative Reorganization

Oscar Chute apparently took Stunard's paper seriously, although they never discussed it. Nearly one year later Stunard happened to walk down the hall with the recently-hired library director, Leonard Freiser, who suggested that they ought to have a talk since "you're reporting to me now." Chute had taken Stunard's suggestion to administratively combine all library and media services within the Library, and hired Freiser to do the job without consulting or informing staff members of the administrative change.[138]

Freiser did not choose to be involved with the audio-visual operation other than to administratively supervise it, Stunard said.[139] This allowed Stunard the freedom to develop instructional media services for the College as he wanted. During the next few years, instructional television and other audio-visual equipment were brought together in the remodeled Instructional Media Center in the former Harrison Hall Library, while audio-visual materials remained with the books and periodicals in the College Library for student and faculty use. Graduate and undergraduate courses in audio-visual production and equipment were taught by Stunard and Joel Crames, the Coordinator of Audio-visual and Television Production. Instructional materials were produced for faculty, and all teacher education students received training in the preparation and use of instruction materials and equipment.[140]

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[135] Stunard, "New Directions," p. 27.

[136] Stunard, "New Directions," p. 21.

[137] Stunard, "New Directions," p. 27.

[138] Stunard, interview.

[139] Ibid.

[140] Ibid.

Soon after Freiser's departure from the College in early 1978, Stunard was asked by David Hagstrom, Dean of the Undergraduate School, and Roberta Anderson, Dean of the Graduate School, for his advice on how the position of Library Director should be filled. This was Stunard's opportunity to propose once again a unified Division of Learning Resources, administered by someone with knowledge and skills in both library and instructional media.[141] Within a short time, this position was offered to Stunard who became National College of Education's first Director of Learning Resources in July 1, 1978.

Summary of Chapter III

National College of Education's five libraries and media centers were administratively combined on July 1, 1978, with the formation of the Division of Learning Resources. The name change signified the adoption of learning resource center model prevalent in elementary schools and community colleges during the sixties and seventies. Art Stunard was the catalyst for the name change and formalization of the philosophy at NCE; he wrote several position papers advocating the instructional role of libraries and media for NCE. In fact, NCE libraries had been collecting and using audio-visual materials and equipment since the mid-thirties, and NCE librarians had been active participants in the College's instructional programs. The evolution from "libraries" to "learning resource centers" was a natural one in a college of education which philosophically aligned itself with elementary education.

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[141] Ibid.

CONCLUSION

This is the story of the first fifty-eight years of an academic library's growth in a small private college, a library which struggled and grew along with the College from its modest beginning in 1886. It is a story of the library directors who shaped the collections and services offered according to their individual philosophies of library service, and of their contributions to overall library development as viewed over time.

The stories were told by faculty members who witnessed some of the events, and by the library director who served the College from 1941 - 1973. Other parts of the story were gleaned from the "Librarians' Annual Reports" and other unpublished institutional documents which helped corroborate the oral tales. Some of the institutional events that effected the library and the changes in the library's physical facilities are documented here for the first time.

For researchers of library history, this is an example of academic library development in a single-purpose, education-oriented higher education institution. For National College of Education, this is a record of significant past events in the College Library's history, and a contribution in celebration of the College's centennial anniversary. For the College's library staff, it is an explanation of the development of the library service environment and philosophy in which they work. By knowing the past we can better know our future.

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APPENDIX A

College Fall Enrollment by Headcount
1928 - 1986

Year Ending	Total College Students	Total Dem Sch. Children	GRAND TOTAL	Notes
1928	600		600	1928-1957
1929	554		554	excludes
1930	574		574	Demonstration School
1931	525		525	
1932	591		591	
1933	381		381	
1934	318		318	
1935	305		305	
1936	361		361	
1937	404		404	
1938	427		427	
1939	521		521	
1940	474		474	
1941	446		446	
1942	415		415	
1943	375		375	
1944	348		348	
1945	356		356	
1946	371		371	
1947	398		398	
1948	457		457	
1949	424		424	
1950	600		600	
1951	600		600	
1952	600		600	
1953	600		600	
1954	466		466	
1955	479		479	
1956	660		660	
1957	654		654	1958-1986 includes
1958	879	243	1122	Dem. School except
1959	859	235	1094	Movement Center
1960	926	230	1156	
1961	1024	225	1249	
1962	957	215	1172	
1963	952	210	1162	
1964	764	200	964	
1965	857	200	1057	
1966	1079	200	1279	
1967	1257	195	1452	

APPENDIX A, continued

College Fall Enrollment by Headcount
1928 - 1986

Year Ending	Total College Students	Total Dem Sch. Children	GRAND TOTAL	Notes
1968	1449	195	1644	
1969	1722	195	1917	
1970	2040	190	2230	
1971	2644	190	2834	
1972	2770	185	2955	
1973	3302	185	3487	
1974	4135	185	4320	
1975	4112	180	4292	
1976	3644	180	3824	
1977	3668	175	3843	
1978	3089	175	3264	
1979	3654	175	3829	
1980	3643	170	3813	
1981	4178	185	4363	
1982	4717	200	4917	
1983	4785	220	5005	
1984	4669	235	4904	
1985	4667	240	4907	
1986	4302	250	4552	

APPENDIX B

Library Collection Statistics
1919 - 1986

Director	Year Ending	Volumes Added	Subtotal by decade	TOTAL VOLUMES (Total includes withdrawls)
	1919	95		
MacGill	1920	365		
MacGill	1921	1557		2017
MacGill	1922	429		2446
MacGill	1923	127		2573
Peterson	1924	219		2792
Peterson	1925	473		3265
Peterson	1926	285		3550
Peterson	1927	743		4293
Peterson	1928	1527		5820
Peterson	1929	939		6759
Adams	1930	955		7714
			7254	
Adams	1931	2612		10326
Adams	1932	887		11213
Adams	1933	887		12100
Adams	1934	887		12987
Adams	1935	886		13873
Graham	1936	1310		15183
Graham	1937	1669		15732
Graham	1938	1597		17329
Graham	1939	1670		18367
Graham	1940	2088		20330
			14493	
Graham	1941	2959		25819
Neumann	1942	1860		27515
Neumann	1943	2152		28982
Neumann	1944	1327		30005
Neumann	1945	923		30850
Neumann	1946	1854		32233
Neumann	1947	1167		33324
Neumann	1948	839		33545
Neumann	1949	2005		35245
Neumann	1950	1829		35792
			16915	
Neumann	1951	1161		36401
Neumann	1952	1913		36795
Neumann	1953	3004		37842
Neumann	1954	2160		34919
Neumann	1955	1584		36374
Neumann	1956	2016		37920
Neumann	1957	1952		39872
Neumann	1958	2203		41210

APPENDIX B, continued

Library Collection Statistics, continued

Director	Academic Year Ending	Volumes Added	Subtotal by decade	TOTAL VOLUMES
Neumann	1959	2187		43030
Neumann	1960	1730		44363
			19910	
Neumann	1961	3285		38689
Neumann	1962	2138		39921
Neumann	1963	2460		41513
Neumann	1964	3430		43487
Neumann	1965	3368		46147
Neumann	1966	3104		48931
Neumann	1967	5689		53010
Neumann	1968	6737		58294
Neumann	1969	5384		63075
Neumann	1970	6317		68521
			41912	
Neumann	1971	5816		73698
Neumann	1972	4517		77644
Freiser	1973	4216		83732
Freiser	1974	4807		87959
Freiser	1975	6608		93788
Freiser	1976	5684		98807
Freiser	1977	3358		101591
Freiser	1978	2629		103663
Stunard	1979	1821		104607
Stunard	1980	2659		106628
			42115	
Stunard	1981	3273		109340
Lester	1982	2540		111520
Lester	1983	3819		114549
Lester	1984	4605		119061
Lester	1985	3937		107957
Lester	1986	4925		112308
	projected 1981-90		43099	

Notes:

Total Volumes = previous year plus additions minus withdrawls.

1932-35 figures are interpolated; actual additions and withdrawls are unknown.

1972 - Pestalozzi Froebel College books were added to form Chicago Campus library.

1978 - Lombard Campus library began from scratch.

APPENDIX C

Library Circulation Statistics
1926 - 1986

Year Ending	ADULT BOOKS Evan A	Chgo B	Lomb C	TOTAL	RESERVES Evan D	CHILDREN BOOKS Dem G	Chgo H	Lomb I	TOTAL	GRAND TOTAL
1926	13486			13486						13486
1927	10553			10553						10553
1928	13768			13768						13768
1929	14301			14301						14301
1930	20178			20178						20178
1931										0
1932										0
1933										0
1934										0
1935	20170			20170						20170
1936	23465			23465						23465
1937	16347			16347	23950	11492		11492		51789
1938	14171			14171	34947	10569		10569		59687
1939	13759			13759	47340	11060		11060		72159
1940	14288			14288	32782	13123		13123		60193
1941	14258			14258	36162	13622		13622		64042
1942	15469			15469	31025	15241		15241		61735
1943	14749			14749	26031	12120		12120		52900
1944	11048			11048	22167	12402		12402		45617
1945	12333			12333	25303	13644		13644		51280
1946	13886			13886	28657	13127		13127		55670
1947	14277			14277	25910	14453		14453		54640
1948	16806			16806	26333	14035		14035		57174
1949	16257			16257	27199	15508		15508		58964
1950	13440			13440	23172	14439		14439		51051
1951	13173			13173	24822	15448		15448		53443
1952	12495			12495	24888	14756		14756		52139
1953	13539			13539	19785	13216		13216		46540
1954	13645			13645	20653	12636		12636		46934
1955	16034			16034	21808	13454		13454		51296
1956	16981			16981	25743	16969		16969		59693
1957				0						0
1958	15056			15056	19939	17243		17243		52238
1959				0						0
1960	17313			17313	14830	14303		14303		46446
1961	16295			16295	17652	15146		15146		49093
1962	17729			17729	17192	15524		15524		50445
1963	20008			20008	21595	15071		15071		56674
1964	19473			19473	21530	19333		19333		60336
1965	18448			18448	20626	18153		18153		57227
1966	15768			15768	20035	18476		18476		54279
1967	19507			19507	19324	17038		17038		55869
1968	21418			21418	17844	17271		17271		56533

APPENDIX C, continued
Library Circulation Statistics
1926 - 1986

Year	ADULT BOOKS				RESERVES	CHILDREN BOOKS				GRAND
Ending	Evan	Chgo	Lomb	TOTAL	Evan	Dem	Chgo	Lomb	TOTAL	TOTAL
1969	24479			24479	16847	13794			13794	55120
1970	27554			27554	15997	15051			15051	58602
1971	28087			28087	15767	15443			15443	59297
1972	29138			29138	17948	13713			13713	60799
1973	30211	5236		35447	14158	15043			15043	64648
1974	27889	6625		34514	13964	14489			14489	62967
1975	28263	8537		36800	11316	12570			12570	60686
1976	33564	6725		40289	9840					50129
1977	31020	8873		39893						39893
1978	30000	6332		36332						36332
1979	18019	4483		22502						22502
1980	19285	3113		22398						22398
1981	15324	3734		19058						19058
1982	14011	3334	967	18312		9368			9368	27680
1983	13168	4278	1566	19012		10047			10047	29059
1984	16294	4421	3201	23916		11963			11963	35879
1985	16936	4248	1913	23097	14030	11774			11774	48901
1986	12043	2650	1113	15806	4503	11576	551	296	12423	34752

Notes:

A&D Evanston includes Crouse, Betts, Harris, and College Library collections

B&H Chicago includes Hegner and Urban Campus Learning Resource Center

C&L Lombard includes West Suburban Campus Learning Resource Center

E Dem. Sch. includes Cragin, Children's Literature Collection, and Demonstration School Library Media Center

APPENDIX D

Chronology of Library Directors/Deans

1920 - 1986

TERM OF OFFICE	NAME	START DATE AT NCE
1920-1923?	Bessie MacGill	
1924-1930	Ruth Virginia Peterson	
1930-1935?	Mary H. Adams	
1936-1942	Clarence R. Graham	September 1936
1942-1973	Mary-Louise Neumann	May 1941
1973-1978	Leonard Freiser	Fall 1973
1978-1981	Dr. E. Arthur Stunard Director of Learning Resources	August 1962
1981-1995	Dr. Marilyn A. Lester Dean of Instructional Resources and University Librarian	October 1978